

1 February 2005

USAF ENLISTED PROFESSIONAL MILITARY EDUCATION PROCEDURAL GUIDANCE

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

NOTE: The OPR, EPC/DO, must approve any proposed supplements to this publication. Send suggested changes or improvements to policy contained in this document to EPC/DO with full justification for the recommended action.

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This publication applies to the Educational Programs Cadre (EPC) and all schools implementing Enlisted Professional Military Education (EPME) curricula. Published under the authority of AFI 36-2301, *Professional Military Education*, it prescribes criteria, policies and procedures for managing Air Force EPME programs of instruction, as well program philosophy, implementation instructions and evaluation procedures.

SUMMARY OF REVISIONS:

This document contains numerous changes. The ☒ symbol identifies revised paragraphs. However, review this entire document. If you are unsure of any guidance or have questions, contact EPC/DOX.

Table of Contents

Paragraph	Title	Page
1	Purpose	3
2	Schedule of EPME Courses	3
3	EPME Curriculum	4
4	EPME Curriculum Validation	4
5	Records Management	5
6	Student Eligibility Requirements	5
7	Flight Room Parameters	5
8	Mandatory Student Briefings	5
9	Course Feedback	9
10	Internal Instructional Evaluations	9
11	Test Control Procedures	10
12	Test Administration Procedures	12
13	Test Compromise Procedures	15
14	Academic Exercises/Evaluations	17
15	Grammar Programmed Texts	17
16	Remediation Process	18
17	Academic Review Boards	21
18	Disciplinary Review Boards	24
19	Student Releases	25
20	Awards Program	27
21	Awards Program Criteria/Procedures	28
22	Faculty Qualification Requirements	31
23	Program Management Reviews	32
24	Non-Resident Course Eligibility Requirements	32

Attachments	Title	Page
1	Curriculum Change Process	33
2	Table of Disposition for Student Records	35
3	Manual Awards Calculation Worksheets	36
4	EPME Policy/Curriculum/Test Change Request	39
5	Table of Possible Remediation Scenarios	41
6	Glossary of Abbreviations and Acronyms	44
7	List of References	45

- ☑1. **Purpose.** This directive prescribes how Enlisted Professional Military Education (EPME) will function. It ensures a standard EPME experience for all Airmen. Commandants and ALS flight chiefs will administer their EPME programs per this directive. In the absence of specific guidance from this and other EPME related instructions, use judgment, experience and training to make the best decision. If you are unsure of any guidance or have questions, contact EPC/DOX for assistance.

Before deviating from any aspect of this directive, submit a written waiver request (e-mail, letter or FAX) with a detailed rationale to the Dean of the Educational Programs Cadre (EPC/DE). If mailing your waiver request, send it to:

EPC/DE
550 McDonald Street
Maxwell AFB, Gunter Annex AL 36114-3107

Typically, EPC/DE will approve waiver requests when local situations prevent schools from complying with EPME policy or instructors from delivering curriculum as designed. You must have an approved waiver on file from EPC/DE before implementing any change to policy.

- ☑2. **Schedule of EPME Courses.** Each level of EPME (ALS, NCOA, AFSNCOA and CLC) will consist of the appropriate number of academic days to deliver the curriculum as developed by EPC and approved by EPC/DE.

Academic Days. Normally, academic days will consist of no more than 8 hours of academics/instruction.

Instructional Hours. Each instructional hour will consist of 45 minutes of activity and a 15-minute break (plus or minus 5 minutes) unless otherwise indicated in the lesson plan.

Master Schedule. The master schedule is a guide to help you develop your academic schedules. You may rearrange lessons within curriculum attributes, as long as you meet attribute objectives and don't violate lesson plan strategies and scheduling notes.

Lesson Plan Strategies. Adhere to lesson plan strategies. You may teach formal and informal lecture lessons in an auditorium setting. Teach guided discussion lessons in a flight room setting.

Exercises/Evaluations. Never deviate from the scheduled administration of formative exercises and summative evaluations as published by EPC/DOA. Issuing tests out of order renders your test data invalid. You may rearrange test review hours (e.g., schedule a commandant/flight chief hour between test administration and test review periods to allow personnel time to review and interpret test statistics).

- ☑3. **EPME Curriculum.** EPC develops curriculum exclusively for presentation at EPME schools. Individuals or organizations requesting access to or use of EPC-developed curriculum outside the EPME academic environment must send a written request with justification to EPC/DE.

Curriculum Delivery Website (CDW). The curriculum for each EPME program (ALS, NCOA and AFSNCOA) resides on a dedicated CDW. These sites are reserved for school faculty and require a password to access them. EPC/DOA will issue passwords and assist with any access or downloading problems.

Approved Curriculum Implementation. Although informal communication (e-mails, phone calls, etc.) may occasionally take place between EPC and EPME schools regarding input/feedback on EPME curriculum, the CDW is the sole source for approved curriculum taught in any EPME classroom. Direct questions on curriculum change or content to the appropriate EPC curriculum development team.

Curriculum Updates. On the first duty day of each week, access the main password page of the CDW to check for curriculum updates. Compare the “Current Index Date” to your most recent copy of the course index.

- If the dates match, there are no changes; however, you must then check the “Hot Topics” for other EPC updates
- If the index dates are different, download the new index, find the bolded files and download those files. If you select a button and receive an error message, contact EPC/DOA to have the files re-posted. Remember to also check the “Hot Topics” for other EPC updates

Posting Curriculum Changes. Post curriculum changes per Attachment 1, and implement curriculum revisions within prescribed timelines.

Master Library. Maintain a master library of all curriculum material. A shared drive, computer disk, CD-ROM or hard copies are all acceptable methods for maintaining your library. Limit access to the master library to authorized staff members only. Schools may use the CDW as their master library as long as each staff member knows the access password and can retrieve curriculum material.

- ☑4. **EPME Curriculum Validation.** Follow curriculum validation implementation procedures per the guidance provided for each validation period. Do not brief students about specific curriculum areas under validation unless directed otherwise. When EPC implements curriculum changes, EPC/DE will establish specific procedures unique to that validation period. When EPC revises objective exercises or evaluations, EPC/ED will coordinate with EPC/DOA to determine which test questions, if any, to eliminate from iGecko calculation of student test scores. EPC/DOA will, in turn, notify EPME schools as necessary.

5. **Records Management.** Maintain all school records per AFMAN 37-139, *Records Disposition*, unless specified otherwise. (See Attachment 2)

6. **Student Eligibility Requirements.** Students must meet eligibility requirements listed in the Education and Training Course Announcements (ETCA) [<https://etca.randolph.af.mil>]. Process all medical profile or eligibility waivers per ETCA guidelines. To access specific ETCAs:
 - Go to <https://etca.randolph.af.mil>
 - From the home page, go to the “AETC” link (AU shield). This will open up a search screen
 - On the “Training Organization” line, scroll down to “Air University” and click once
 - In the “Title Keyword” line, type in either “NCO” or “Airman” and click on the “Go” button. This will take you the applicable ETCA listing

7. **Flight Room Parameters.** While the ideal student-to-instructor ratio is 12-14 students per instructor, you may assign up to 16 students per flight. Coordinate waiver requests for flights larger than 16 students through your MAJCOM EPME Manager (if applicable) to EPC/DE. Under no circumstances will flight size exceed 20 students. In multiple flight schools, use gender, race, AFSC and base location as parameters to achieve diversity in flight composition.

8. **Mandatory Student Briefings.** It is vital students understand what your school expects of them and what they can expect from you. Brief students on each of the following topics, explaining that violation of policies could lead to disciplinary action and possible release. Have your students sign a roster verifying they understand these policies and formally counsel and document student failures to comply.

USAF Chief of Staff Sight Pictures, the Secretary of the Air Force Vectors, and the CMSAF Perspectives. Create a process that ensures all EPME students know they must review (or receive a briefing on) the USAF Chief of Staff Sight Pictures, the Secretary of the Air Force Vectors, and the CMSAF Perspectives. Complete the review/briefing before the first formative objective exercise. Additionally, ensure students have access to these items. At a minimum, provide students the web link to these items (<http://www.af.mil/viewpoint/>). Have at least one hard copy of each of these products in a “Sight Picture” binder (location determined locally). As new sight pictures become available, add them to your binder.

☑Student Responsibilities. Students will act professionally and comply with all school, EPME and Air Force policies and guidance.

- Students will adhere to class schedule attendance requirements and engage in the learning process by completing all homework, objective, performance and remediation assignments on time. In class, students will listen actively, think critically and willingly discuss lesson principles. Students are highly encouraged to engage in study and review sessions as deemed necessary to meet graduation requirements. This includes participation in after-hours study group sessions. Students must put forth the effort necessary to achieve all learning objectives
- Students will participate in many activities that aren't scored for graduation. However, unless prevented by permanent profile, students will satisfactorily participate in all aspects of programs and events, such as drill and ceremonies, Fit-to-Fight, Combined Operations and Warrior Day. Satisfactory participation is predicated on the student's attitude, willingness to participate and effort put forth in the program/event to the satisfaction of the commandant/flight chief, not on level of performance or outcome. Commandants/Flight Chiefs will consider unsatisfactory participation a disciplinary matter and counsel/document student behavior accordingly
- Ensure students understand that it is not enough to excel in only one area; well-roundedness is the key to being an effective expeditionary leader in today's Air Force. Successful participation and accomplishment in all areas of EPME curriculum and experiences ultimately lead to success as an NCO

Consider failure to comply with these requirements as student irresponsibility and take appropriate progressive corrective action. Clearly explain to students the impact administrative actions for disciplinary matters can have on graduation and awards eligibility.

☑Professional Behavior. Students, faculty and staff are expected to be professional in and outside the classroom. Also, students, faculty and staff members must use judgment and common sense in avoiding unprofessional relationships with each other while attending EPME schools. Professional/unprofessional behavior is defined in AFI 36-2909, *Professional and Unprofessional Relationships*. Students, faculty and staff will not engage in behaviors that violate articles outlined in the UCMJ, any AFI or local guidance. Any violation of policies or UCMJ Articles will be dealt with appropriately, including the possibility of disciplinary release from school.

Academic Freedom. As defined in AFI 36-2308, academic freedom is the privilege of debate with discretion on any subject related to EPME curricula. Encourage visiting lecturers, faculty and students to express their opinions and support subject matter while pursuing knowledge of the military profession. Students may engage in responsible classroom discussion of controversial issues; however, this policy does not authorize the use of offensive remarks, irresponsible statements (e.g., sexist comments, ethnic slurs, etc.) or profanity. Temper academic freedom with good judgment; ensure no one makes offensive or disparaging remarks.

Non-Attribution. As specified in AUI 26-2308, *Academic Freedom*, statements, disagreements and other comments made by individuals or groups in the educational forum are protected through the practice of non-attribution. Communication among students and faculty is privileged information; do not reference statements to a specific individual or group of individuals. Safeguard statements and other comments made by guest speakers, instructors or students. You may say “a previous speaker” or “in our flight we discussed,” but do not identify the speaker by name. Obtain permission from speakers and the school before releasing or discussing remarks outside the academic forum. This includes references made in Communication Skills assignments.

☑Academic Integrity. AUI 36-2309 defines Academic integrity as the uncompromising adherence to a code of ethics, morality, conduct, scholarship and other values related to academic activity. Individuals who violate academic integrity standards of conduct are subject to administrative action and prosecution under the *Uniform Code of Military Justice*, Article 92. Violations include, but are not limited to, cheating, plagiarism and misrepresentation.

- Cheating is the act of giving or receiving improper assistance. Examples include using previously written papers, briefings or other types of work provided by former students of the course; copying answers from another student’s examination; knowingly permitting another student to copy one’s writing assignments or examination answers; gaining unauthorized access to faculty materials not intended for student use or collaborating with other persons to gain access to unauthorized curriculum materials
- Plagiarism is the act of passing off the literary ideas and work of others as the product of one’s own mind. An example is copying an outside source verbatim without using quotation marks. Intent is based on consideration of all circumstances and evidence presented. The correct method for giving credit to a source in written work is to use quotation marks and an accompanying footnote when quoting directly or just a footnote when paraphrasing. In oral presentations, cite outside sources you quote or paraphrase
- Misrepresentation is the act of making an assertion to intentionally deceive or mislead. The assertion can be a written or verbal statement. Examples include falsifying a report or knowingly giving false statements to an academic/disciplinary review board

☑Use of Recording Devices. With the exception of those curriculum areas that require videotaping (e.g., student presentations), students WILL NOT use any type of personal recording device (e.g. cameras, tape recorders, cell phones, etc.) in the classroom/auditorium.

☑Extenuating Circumstances. Extenuating circumstances are those unforeseen and uncontrollable circumstances that prevent students from meeting academic or performance standards. Extenuating circumstances are: (1) death or terminal illness notification of a family member or (2) possible marital, family or financial situations. Brief students that they must inform faculty members as soon as extenuating circumstances arise, so appropriate action can be taken. Actions may include temporary absence, administrative release or early graduation. Explain to students the academic ramifications if they decide to stay versus being released to attend to the extenuating circumstances. (See the Administrative Release section of paragraph 19, Student Releases, for procedures on how to handle extenuating circumstances.)

☑EPC Graduation Criteria. To graduate, students must meet all of the following requirements:

- In the objective track, students must show curriculum mastery attaining the minimum cumulative passing standard defined by EPC
- In the performance track, students must score the minimum passing standard in each Communication Skills Performance Section as defined by EPC
- Students must satisfactorily accomplish all lesson objectives, including those pertaining to Fit-to-Fight, Drill and Ceremonies, Combined Operations and Warrior Day using criteria outlined in each lesson

For those lessons that do not have evaluation instruments tied to them, students shall participate and meet lesson objectives to the satisfaction of the instructor and commandant/ALS flight chief. Students will participate in all aspects of every program/event. Those students with profiles that limit their ability to participate will meet graduation requirements as determined by the commandant/ALS flight chief on a case-by-case basis. Document all instances in which students don't meet lesson objectives due to a lack of participation and remediate or take appropriate corrective/disciplinary action. Repeated disciplinary actions may lead to disciplinary release from the school.

To be eligible for the John L. Levitow, Distinguished Graduate or Academic Achievement awards, students must meet the minimum passing standard on every summative objective evaluation and every summative performance evaluation within each Communication Skills area.

See Attachment 3, Manual Awards Calculation Worksheet, for specific graduation and award eligibility guidelines for your level of EPME.

☑9. **Course Feedback.** Provide EPC/DOA the following:

Web-Based Surveys. Ensure a minimum of 25 percent of the students do the individual CEPME curriculum surveys (POA, Leadership, Comm Skills) and 100 percent of the students do the CEPME End of Course Survey at ALSs and NCOAs or the Post Combined Operations Survey at the AFSNCOA.

Note: Participation in individual CEPME curriculum surveys isn't limited to only 25 percent participation; maximum participation in completing curriculum surveys is highly encouraged.

As Applicable:

- CEPME Forms 401, EPME Policy/Curriculum/Test Change Request. Use a CEPME Form 401 to submit suggestions for improving materials developed and distributed by EPC. When students submit curriculum feedback (Anytime Critiques, Instant Feedback Critiques, Test Item Critiques, etc.) you deem valid opportunities for improvement, transfer the information to a CEPME Form 401 and submit to EPC/DOA. See Attachment 4 for specific submission instructions
- Additional data EPC/DOA may require to support analysis and research

☑10. **Internal Instructional Evaluations.** Evaluate your school's instructional effectiveness. Use the results to identify teaching strengths and weaknesses, drive IST improvement actions and support submissions of CEPME Forms 401, *EPME Curriculum/Test Change Request* (Attachment 4). Focus your IST improvement efforts on improving the quality of instruction, not merely improving test data statistics. When evaluating your school's effectiveness, use the following comparative analysis steps:

- Conduct an intra-flight (in-flight comparison) and an inter-flight analysis (for schools with more than one flight). Your iGecko program software can perform these functions
- Check each flight's student answer matrix for high-miss test questions and subject area problems. Compare the current answer matrix with matrices from previous classes to identify instructor strengths and weaknesses
- Compare current class test summary averages to the Air Force-level averages in the iGecko test management summary report; identify potential areas requiring attention
- Compare current class test item statistics to your school's test bank summary statistics to determine how this class performed in relation to the school's trend data
- Compare your school's test bank summary data to the Air Force-level data in the iGecko test management summary report to identify your school's performance over time

After completing the comparative analysis steps, decide on your next course of action. When making this decision, consider the test question, curriculum content, instructional delivery and student involvement. If your analysis identifies:

- a potentially flawed test question, submit a CEPME Form 401 to EPC/DOA. Follow controlled document procedures and password protect the file
- a potential curriculum content factor, submit a CEPME Form 401 to EPC/DOA who forwards the request to the applicable curriculum development team
- an instructional delivery factor, conduct and document an IST on the noted curriculum area
- students guessed, didn't prepare or chose the longest alternative; no action required

✓11. Test Control Procedures. Test materials include any paper or electronic media identified as a "Controlled Item" by EPC curriculum development teams.

Policy. Test Control Officers (TCO) safeguard the integrity of EPME academic evaluations and have the overall administrative responsibilities for test control within their school. TCOs, Alternate TCOs (ATCO) and test administrators are subject to disciplinary action if test collusion, compromise or loss is due to their failure to follow EPC test control/administration procedures. Limit access to test material to authorized staff members only. Faculty and staff members who have not completed the course will not have access to any test material.

Appointment Letters. The commandant/ALS flight chief will appoint, by letter, a TCO and ATCO and designate, in writing, the remaining qualified instructors as test administrators. The TCO/ATCO must be certified on all curriculum lessons currently evaluated at that level of EPME. The ALS flight chief may serve as the TCO (appointed in writing by the MSS Commander) or choose another qualified instructor as the TCO. Where applicable, qualified civilians may fulfill TCO/ATCO duties as authorized by the commandant/ALS flight chief.

Test Control Procedures. Establish written test control procedures for securing academic evaluations. These procedures must include policies governing test material storage and security, distribution, semi-annual inventory, test item critiques and emergencies.

Storage and Security. Secure all test materials in a designated test control location within the school using a double-lock system, for example:

- stored in a locked cabinet inside a locked room
- stored in a locked room inside another locked room, provided there is a single entry into each of the rooms and only authorized staff members have access to these rooms
- stored on a password-protected computer hard drive in a locked room

You can use LAN connected computers to perform data analysis. This way, you can download necessary files straight from the iGecko your computer. However, don't store electronic copies of tests on a LAN-connected computer.

Keep all rooms and cabinets locked at all times, unless the TCO/ATCO is present. Change combination locks and passwords, if used, upon reassignment of personnel.

To avoid issuing tests out of order/sequence, file formative and summative test material separate from one another (e.g., use one file drawer for formative exercises and another drawer for summative evaluations). As an option, consider color-coding test material to differentiate visually between formative exercises and summative exams.

Examination Distribution. Provide authorized personnel access to EPME tests and log test materials in and out for any of these authorized activities:

- Performing test administration
- Submitting test item critiques
- New instructor subject matter testing
- Test material reproduction/destruction
- Faculty ISTs approved by TCO/ATCO (e.g., new tests, specific test items added to or removed from validation or sessions driven by data analysis)

Test administrators will inventory all serially-controlled exercises/evaluations (instructor and student), answer keys, exercise/evaluation instructions and test answer transfer forms in the presence of the TCO/ATCO at each sign-in/out.

Semi-Annual Inventory of Course Examinations. Conduct a macro inventory of all test materials at least once every 180 days. Furthermore, whenever you replace the TCO/ATCO, the current TCO/ATCO and the new TCO/ATCO must conduct a joint-inventory, sign/date a completed test inventory log and change applicable padlocks and safe combinations. When performing inventories, the TCO/ATCO will:

- physically account for each serial numbered examination. If a test is on file but not on the test inventory log, annotate the examination number on the log and refer to the instructions for destruction of test material. If a test is on the test inventory log but not physically on file, refer to the instructions regarding test compromise
- sign and date the test control inventory log verifying macro inventory completion

Test Item Critiques. Students who wish to submit a test item critique may have limited access to the test booklet (to review a specific test question, not the entire test) only in the presence of their test administrator. See Attachment 4 for further guidance.

Emergencies. Establish written executable procedures covering the security of test materials during emergencies (e.g., fire alarms, bomb threats, natural disasters, etc.).

Mailing Test Critiques or Other Test Materials. Follow control procedures:

- Place test material(s) inside an envelope with the addressee's office symbol. Mark "TEST MATERIAL" in bold lettering on the front and back of the envelope
- Place the marked envelope inside another addressed envelope
- Do not indicate on the outer envelope that you enclosed test material
- Complete an AF Form 12 and notify the Base Information Transfer Service (BITS) to send the package via "Certified Mail"

12. Test Administration Procedures. All EPME schools will adhere to the following guidelines.

Policy. Administer all EPME formative objective exercises and summative objective examinations under direct supervision. The TCO, ATCO or a test administrator must be present in the test room during the entire testing period; do not leave students unattended at any time. Have one test administrator available for approximately every 16 students. If larger than normal groups of students are testing at one time (e.g., combining more than one flight together), the TCO/ATCO will appoint at least two test administrators to oversee the test. If you obtain a waiver to increase your flight size, your waiver automatically includes authorization to use only one test administrator. (e.g., if you obtain a waiver to increase your flight size from 16 to 18 students, you can administer the test to 18 students using one test administrator).

Testing Conditions. Administer EPME tests per the following standardized conditions.

School Responsibilities. The school will:

- provide adequate, comfortable room lighting and glare-free work surfaces
- control the ventilation, temperature and humidity, as much as possible. The TCO/ATCO should not conduct testing when environmental conditions are so extreme they interfere with concentration
- arrange desks/tables so test administrator can monitor all students
- conduct uninterrupted testing sessions for all 2-hour pre-tests, formative exercises and summative examinations. Once testing begins, only excuse students for emergencies (fire, tornado, etc.) or bathroom breaks as deemed medically necessary. During 3-hour formative and summative test sessions, instructors may excuse students for bathroom breaks as deemed necessary
- restrict test administrators from orally reading test questions/responses to the student during test administration

Test Administrator Responsibilities. Test administrators must ensure examinees:

- don't have access to any books, briefcases or unauthorized materials during test administration and review period
- are reasonably free from distracting influences
- understand the purpose of the test (Formative/Summative Testing)
- are not fatigued or ill
- sit far enough apart so as to discourage cheating
- have two pencils with erasers and scratch paper
- don't take any testing material, to include scratch paper or notes, away from the testing area

☒ **Test Administration.** Complete the following actions before allowing the students to begin the test:

- Have students fill in the appropriate information blocks on the top of the test answer transfer form
- Carefully read and follow the special instructions outlined in the examination booklet
- Remind the students the answer sheet is in numerical sequence by column
- Read the "Test Compromise" statement aloud
- Instruct students on how to load their test answers into iGecko. Ensure students understand that the answers they input into iGecko are their OFFICIAL answers, regardless of what they have on their scratch paper or test "bubble" sheet
- Answer any questions before allowing students to start the examination

☒ **Test Completion.** After students complete their examinations, they will:

- check their test answer transfer forms for blank answers
- transfer their test answers into the iGecko on-line answer form using the designated computer. Instructors will monitor students during this process
- turn in all pencils, test answer transfer forms and scratch paper before leaving the test room

Test Review. Develop written local procedures that provide students access only to their test booklets and examination answers during the test review session. Schools may provide students their scores on any objective/performance exercise or evaluation as deemed appropriate by the commandant/ALS flight chief.

Students will not take any study notes nor document test questions missed (e.g., no tally sheets) during test review.

Provide every student who wishes to challenge a test question an opportunity to submit a test item critique. Students may do test item critiques either during the test review session (if time permits) or at an alternate time determined by the student and test administrator. See Attachment 4 for further guidance.

Post-Test Procedures. Following test review, test administrators must account for all test materials before allowing anyone to leave the testing room. Inventory all serially-controlled exercise/evaluation booklets (instructor and student), answer keys, test answer transfer forms and scratch paper. Review each test booklet page for stray marks.

☑Returning Test Materials to Storage Location. Immediately after completing Post-Test procedures do the following:

- Return all test materials to the designated test control storage location. At no time will test administrators leave any test materials unaccounted for or unattended
- The test administrator will inventory all test materials in the presence of the TCO (or ATCO). Both the test administrator and TCO (or ATCO) will sign the test control log
- Test administrators will shred, pulp or burn all used scratch paper
- Maintain all test answer transfer forms in the designated test control storage area. Once you graduate the class in iGecko, you may destroy all test answer transfer forms

Destruction/Replacement of Test Material. The TCO/ATCO will:

- maintain a separate Test Destruction Control Log. Document all test destruction actions on this control log. Ensure the control log includes the following details: (1) the course exam control number, (2) reason for destruction, (3) date of destruction and (4) signature of the TCO/ATCO
- shred, pulp or burn any outdated, surplus or damaged EPME formative exercises, summative tests, diagnostics and answer sheets. If the TCO/ATCO inadvertently destroys the wrong test material, annotate the Test Destruction Control Log and immediately prepare a replacement copy
- number all replacement copies of course exams with the original control number followed by an “R” for replacement

- ☑13. **Test Compromise Procedures.** Schools share responsibility in preventing loss or compromise of EPME objective exercises/tests. All EPME schools will adhere to the following guidelines.

Policy. All military members, including AFRC and ANG members, DOD civilians and others under Air Force authority who develop, handle, administer or participate in EPME test control or administration are prohibited from any actions that could result in the possible compromise of USAF test materials. Unauthorized discussion, disclosure or possession of EPME examinations is a violation of Article 92, UCMJ. Members of USAF Reserve Components who are not subject to the UCMJ are subject to applicable Air Force administrative sanctions and civilian penalties. Air Force civilian employees are subject to disciplinary action per AFI 36-704, *Discipline and Adverse Actions*, and civilian penalties.

Potential Compromise. Consider the following as potential test compromises:

- Reviewing, accessing or allowing access to controlled test material by any unauthorized individuals
- Discussing or sharing, in any form, information about actual test material or suspected test material with a student or potential examinee
- Bringing unauthorized materials into the examination room. The only authorized items in the examination room are the test booklets, test answer transfer forms, scratch paper and two pencils. The test administrator will supply all these required items. Students may not bring notebooks, textbooks or other study material into the examination room
- Permitting unauthorized reproduction of test material
- Faxing test material
- Unauthorized removal of test materials from the examination room
- Leaving a student, or group of students, unsupervised while in the possession of test materials
- Inability to account for the location or disposition of test material at any time
- Improperly packaging or labeling test material for mailing purposes
- Unauthorized opening of, or tampering with, any package containing test materials
- Improperly storing test materials
- Improperly destroying test materials (e.g., throwing tests away in a trashcan)
- Instructors “teaching the test” or emphasizing information on a specific test
- Using or possessing an actual test or testable materials to assist a student or potential examinee in taking a test

Suspected Compromise Procedures. Report any suspected compromise of test material to the commandant/ALS flight chief immediately. When you believe an EPME test material is lost, or in danger of compromise, take the following actions:

The TCO/ATCO will:

- Immediately suspend all testing of the jeopardized exam or exams
- Impound and inventory all tests involved
- Notify the commandant/ALS flight chief of the possible compromise

If the commandant/ALS flight chief determines a potential compromise, notify EPC/DE (via telephone, e-mail, letter or FAX) within 24 hours of discovery and appoint a disinterested officer or senior NCO to initiate a formal investigation. ALS flight chiefs will coordinate with their MSS/CC to determine procedures for appointing an investigating officer/NCO.

Investigating Officers/NCOs will:

- Conduct an investigation to obtain facts to confirm the loss or compromise and recommend disciplinary action as needed
- Prepare and forward a summary investigation report to the commandant/ALS flight chief

Submit Initial Report. Prepare and send an initial report to EPC/DE within 72 hours with information copies going to MSS/CC (ALS) or SPTG/CC (overseas NCOA). The report must include:

- Test identification number
- Date or probable date of loss/compromise
- Location and geographical extent of jeopardized area. This refers to ALSs and NCOAs where a compromised test may affect more than one school
- Verification that you stopped all testing on the jeopardized test and impounded all remaining copies of the test
- A statement that you have or have not initiated a formal investigation

Submit Final Report. Forward the final investigation report to EPC/DE within 15-calendar days after discovering the potential loss or compromise. Include:

- Facts surrounding the possible loss or compromise
- Discussion
- Conclusions
- Disciplinary action taken, if applicable
- Recommendations to include corrective action(s) taken to prevent similar recurrences of the loss or compromise

EPC/DE will:

- Inform CEPME/CC of the compromise
- Review the final investigative report, confirm the extent of the compromise and determine any courses of action to take regarding test integrity
- If the review confirms a test compromise, EPC/DE will determine if the destruction of the old version of the course examination and the development of a new examination is necessary
- If the review doesn't confirm a test compromise, EPC/DE will authorize the appropriate TCO/ATCO to resume testing

✓14. Academic Exercises/Evaluations. ALSs, NCOAs and the AFSNCOA will adhere to the following:

Scheduling. Do the pre-test before teaching any academically evaluated lessons. Administer objective formative exercises and summative evaluations after presenting the applicable lessons and case study. Schedule performance formative exercises and summative evaluations per lesson plan strategies. Students must take each formative exercise and summative evaluation unless waived by EPC/DE. One full class day (or calendar day) must come between the formative objective exercise and the summative objective evaluation (e.g., if you give the formative on Monday, give the summative on Wednesday. If you give the formative on Friday, you may give the summative on Monday or Tuesday).

Remediation. Remediate and counsel students per paragraph 16 and Attachment 5.

Test Control. Control test item materials per paragraph 11. You may provide students access to blank performance evaluation instruments before administering exercises; however, students will not copy, permanently retain or distribute any version of performance assignments after instructors provide written feedback. Students may temporarily retain graded formative performance exercise assignments (papers, outlines and evaluation instruments) following instructor evaluation to prepare for the summative performance evaluation.

Accountability. Collect and account for ALL performance assignments before students graduate or return to their home station. Retain all EPME formative and summative communication assignments (including completed evaluation instruments) for two classes, after which you may destroy them.

✓15. Grammar Diagnostic and Programmed Texts. ALSs will administer the grammar diagnostic assessment and distribute programmed texts based on student performance. Students will complete the programmed text. While a low score on any assessment is not justification to release a student academically, failure to complete the programmed text is a disciplinary issue. EPC distributes the Grammar Program Texts to NCOAs as an optional educational tool to help students develop the basic grammar skills necessary to effectively communicate. Based on student performance/needs, schools may allow instructors to assign students copies of the programmed text to complete. Students must complete the programmed text when assigned. Treat non-compliance as a disciplinary issue.

- ☑16. **Remediation Process.** The remediation process is a series of actions that evolve because of a student's performance in the summative track of the objective and performance evaluations. Individual remediation is not required after the formative exercises or after the student attains the minimum cumulative score required for graduation (when applicable).

Philosophy. Students must demonstrate command of the curriculum. When doing remediation, instructors and the student's peers aid the individual in thinking through lesson principles and how to apply them to simulated situations. The student primarily needs help thinking through and explaining the application of lesson objectives (active learning) as opposed to the instructor or peer re-teaching the entire lesson (passive learning).

When to Remediate. Remediate and verbally evaluate students when they fail to meet minimum summative objective or performance score standards. See Attachment 5, Table of Possible Remediation Scenarios, for additional guidance. During an ARB, academically release the student if student's understanding is such that it requires re-teaching entire lessons.

Student Scores. DO NOT CHANGE objective or performance scores in iGecko because of remediation. The student's original scores always remain in iGecko. If students are successful at remediation, they progress in the course as if they had obtained the minimum passing score for that objective/performance evaluation; however, their actual initial score remains in iGecko.

16.1. Objective Evaluation Remediation Process. Do the following:

STEP 1: Administer the Formative Exercise.

- Conduct Test Review—Consider this group remediation for all students/all areas
- Formally document and counsel students who do not meet minimum scoring requirements. They need to understand they failed to meet an established standard and the possible results if they continue to perform below standards
- For additional assistance, optional peer remediation may be used; however, the peer must volunteer to help with the remediation process

STEP 2: Administer the Summative Evaluation.

- Conduct Test Review—Consider this group remediation for all students/all areas
- Instructors will conduct and document individual counseling sessions and remediate students who fail to achieve the minimum passing score; review all weak areas to prepare students for verbal evaluation
- For additional assistance, optional peer remediation may be used; however, the peer must volunteer to help with the remediation process

STEP 3: Conduct a Verbal Evaluation on weak areas (preferably the next day). The evaluation panel must consist of lesson qualified faculty members. If the panel consists of two or more faculty members, the student's primary instructor may be a panel member. If the panel is one-on-one, the student's primary instructor cannot be the panel member. Students must demonstrate satisfactory command of the curriculum. Conduct the verbal evaluation using scenarios from the curriculum case study, and evaluate the student's ability to achieve the case study and applicable lesson plan samples of behavior. Based on the student's performance, one of the following conditions will apply:

- **Condition 1.** If the student demonstrates appropriate command of the curriculum, allow the individual to progress in the course. Document a MFR stating the student met the minimum objective evaluation standards
- **Condition 2.** If a student is still unable to meet minimum objective evaluation standards, document a MFR stating the student did not meet the minimum standards. Retain the student in the course until it is mathematically impossible for the student to achieve the cumulative score required to graduate. At that time, conduct an ARB per paragraph 17

STEP 4: Remediate and verbally evaluate subsequent summative failures by curriculum attribute, unless the student attains the cumulative score required to meet graduation requirements. (e.g., if the student fails to meet the minimum objective standard on the last summative evaluation, but meets the cumulative objective score requirement, individual remediation is optional).

☑16.2. Performance Evaluation Remediation Process. Do the following:

STEP 1: Students Prepare and Present Formative Assignments.

- Conduct Performance Feedback Session—Provide feedback on how to improve individual performance as needed
- Formally document and counsel students who do not meet minimum scoring requirements. They need to understand they failed to meet an established standard and the possible results if they continue to perform below standards
- For additional assistance, optional peer remediation may be used; however, the peer must volunteer to help with the remediation process

STEP 2: Students Prepare and Present Summative Assignments.

- Instructors will conduct and document individual counseling sessions and remediate students who fail to achieve the minimum passing score; review all weak areas to prepare student for mandatory re-fire
- For additional assistance, optional peer remediation may be used; however, the peer must volunteer to help with the remediation process

STEP 3: Have students re-fire the entire performance assignment. The evaluation panel must consist of lesson qualified faculty members. If the panel consists of two or more faculty members, the student's primary instructor may be the panel member. If the panel is one-on-one, the student's primary instructor cannot be a panel member. Based on the student's performance, one of the following conditions will apply:

- **Condition 1.** If the student's re-fire meets minimum communication performance standards, allow the individual to progress in the course. Document a MFR stating the student met the minimum standards.
- **Condition 2.** If the student's re-fire does not meet minimum communication performance standards, document a MFR stating the student did not meet the minimum standards.

STEP 4: Remediate and re-evaluate students as follows:

- **ALSs.** Remediate and evaluate students after each summative Communication Skills assignment. Students must meet the minimum passing standard on every Communication Skills summative performance evaluation (e.g., Briefing, Interpersonal, Bullet Paper and Narrative Paper [see Attachment 3]). Any time a student fails to meet minimum score requirements for a summative performance evaluation and remediation is not successful, the student must meet an ARB before the school can allow the individual to progress in the course
- **NCOAs.** Remediate and evaluate students after each summative Communication Skills assignment. Students must meet the minimum passing standard for each Communication Skills Section Total (e.g., Drafting Section Total, Editing Section Total and Speaking Section Total [see Attachment 3]). Any time a student fails to meet minimum score requirements for a summative performance evaluation section total and remediation proves unsuccessful, the student must meet an ARB before the school can allow the individual to progress in the course
- **AFSNCOA.** Remediate and evaluate students after each summative Communication Skills assignment. Students must meet the minimum passing standard on every Communication Skills summative performance evaluation (e.g., Motivational/Inspirational Speaking, Editorial Writing, Airpower Speaking, CCM Writing and CCM Speaking [see Attachment 3]). Any time a student fails to meet minimum score requirements for a summative performance evaluation and remediation is not successful, the student must meet an ARB before the school can allow the individual to progress in the course

17. **Academic Review Boards (ARB)**. When students cannot meet graduation criteria and remediation attempts are unsuccessful, appoint an ARB composed of three or more military members in the same grade or higher than the student. EPC strongly suggests that one or more of the ARB board members come from outside the EPME staff (e.g., first sergeants). The student's instructor, commandant/ALS flight chief will not serve as an ARB member. If the ARB is composed entirely of non-EPME members, bring in a fully-course qualified EPME faculty member to provide input for any remediation Plan of Instruction. Before starting an ARB, you must brief ARB members on the board's purpose and responsibilities, expected board member behavior and your school's policies and academic standards. Convene ARBs one day after notifying the student of the need for a board, unless the student consents in writing to convene the board earlier. Provide students an opportunity to make a written and/or oral presentation to the ARB. If students decide not to make any presentations, they must sign a declination statement; however, they must be available to appear before the ARB if deemed necessary. If extenuating circumstances surface during or after the ARB, consider students only for additional remediation or academic release. Extenuating circumstances do not override academic failure and are not a legitimate reason to graduate students with substandard scores. Maintain ARB documentation folders for 3 years.

ARB Purpose. The ARB has three purposes:

- Determine if the institution met or failed to meet all of its responsibilities in conducting the instructional program and if the deficiencies directly contributed to the student's failure
- Determine if students met their responsibilities
- Provide input (not the decision) to the commandant/ALS flight chief on potential remediation for any student not meeting minimum academic standards

Board Responsibilities. ARB members will objectively evaluate all circumstances and issues surrounding academic failures. Board members will include all pertinent facts outlining their findings in a summary document. The board forwards the summary document, along with all support documentation, to the commandant/ALS flight chief who makes the final decision to continue, remediate, graduate or release the student. Retain a copy of the summary document in the ARB Folder.

Board Member Behaviors. Board members must distance themselves from program responsibilities or student emotions. This is especially important if any board members are part of the school's staff or faculty. View any failures of the school to meet its responsibilities as an opportunity to improve the institution's overall program effectiveness.

Academic Standards and School Policies. Communicate the academic standards published in lesson plans and provide board members with copies of your school's policy documents.

Factors to Consider during the Investigation. Provide the ARB the applicable instructor faculty folders, IST logs, statistical analysis reports and student records. When determining if the institution and the student met their responsibilities, ARB members will consider the following:

- **Did the school teach the instructional program as designed?**

Review the course index to verify the instructor used the current lesson plan and the school administered the current tests

Review instructor evaluations; they provide evidence the instructional program teaches lessons as designed

Did the school conduct counseling and follow-up actions (as required) if the student did not meet the minimum score requirements on any formative exercise or summative evaluation?

Did the test environment meet test administration requirements per paragraph 12?

- **Has the school taken measures to improve instruction?**

Did the school conduct intra-flight, inter-flight and statistical comparisons between instructors and flights per paragraph 10?

Review inter- and intra-flight statistical performance to determine if the student was assigned to a flight performing lower in comparison to the other flights in the school

Check trend data to determine if the instructor's flights typically perform lower in relation to the other flights. If so, are documented evaluations available identifying instructional weaknesses? Did the instructional weakness contribute to the student's failure?

Has the school conducted and documented ISTs based on statistical comparisons?

- **Is the instructor qualified?**

Review the instructor's AF Form 623 to verify certification on all core tasks

Review the instructor's faculty folder CEPME Form 10b to verify the instructor was qualified on the lesson(s) contributing to the student's failure

Review the instructor's faculty folder to verify the school conducted lesson evaluations per paragraph 21. Did the instructor receive feedback to overcome any identified instructional weaknesses (content and delivery) that may have contributed to the student's failure?

- **Was the student aware of his/her responsibilities?**

Did the school brief the student on the student responsibilities listed in paragraph 8?

Did the student sign a roster verifying understanding of the requirements?

- **Did the student engage in the learning process?**

Did the student complete all homework, objective, performance and remediation assignments on time?

In class, did the student listen actively, think critically and willingly discuss lesson principles?

Did the student engage in study and review sessions as deemed necessary to meet graduation requirements?

Did the student put forth the necessary effort to achieve curriculum educational objectives?

Note: If the student is lacking in one or more of these areas, then the student did not put forth enough effort, and a disciplinary release might be appropriate.

- **Miscellaneous Considerations.**

Review of Study Notes. Did the instructor review the student's study notes? Do the student's notes accurately represent lesson principles? Are the student's notes complete? The answers to these questions provide information useful in developing a remediation Plan of Instruction.

Learning Environment. Did the instructor allow the failing student to remain passive during classroom activities? Do any counseling records address this area?

Additional Duties. Did the instructor or flight leader assign the student any extra duties that interfered with study time? If so, did anyone offer the student an opportunity to give up those duties to provide more time for studying? Do any counseling records address this area?

Post-ARB Commandant/Flight Chief Actions. After reviewing the ARB summary document, render one of following decisions and inform the student:

- If the institution and the student met their responsibilities, remediate or academically release the student.
 - If, in the judgment of the commandant/ALS flight chief, the student missed the minimum graduation criteria by such a large margin that the time needed to further remediate is beyond reason, then academically release the student and document via a MFR
 - If further remediation is feasible, develop a Plan of Instruction to include time projections and set a date for a final verbal evaluation (objective track) or re-fire (performance track). Failing this remediation evaluation will result in an automatic academic release
 - If necessary, coordinate with the student's unit commander or MAJCOM to obtain approval for extending the student's attendance/TDY. If the student's commander does not approve the extension, academically release the student
- If the institution didn't meet its responsibilities, graduate the student. Investigate and correct the institutional failure to prevent recurrence. Document corrected deficiencies and send a message (e-mail, letter or FAX) outlining the corrective actions to CEPME/CC/CV and EPC/DE/DO/ED. Keep a copy of the message in the ARB folder.
- If the student didn't meet required responsibilities, academically release the student. However, if the student's effort was so inadequate you could consider it dereliction of duty, a disciplinary release may be more appropriate.

✓18. **Disciplinary Review Boards (DRB).** When students violate Air Force directives or individual school policies, you may disciplinarily release them. When overwhelming evidence supports the disciplinary release, you may release students without convening a DRB. If you do convene a DRB, appoint a DRB composed of three or more military members in the same grade or higher than the student. EPC strongly suggests that one or more of the DRB board members come from outside the EPME staff (e.g., first sergeants). The commandant/ALS flight chief and the student's instructor and will not serve as a DRB member. Before starting a DRB, you must brief DRB members on the board's purpose and responsibilities, as well as expected board member behavior. Provide students an opportunity to make a written and/or oral presentation to the DRB. If students decide not to make any presentations, they must sign a declination statement; however, they must be available to appear before the DRB if deemed necessary. Maintain DRB documentation folders for three years.

DRB Purpose. The DRB will act as an investigative body and objectively evaluate all circumstances and issues surrounding the student's behavior and, when applicable, corrective actions taken by the school.

Board Responsibilities. Board members will include all pertinent facts outlining their findings in a summary document. The board forwards the summary document, along with all support documentation, to the commandant/ALS flight chief who makes the final decision to release the student. Retain a copy of the summary document in the DRB Folder.

Board Member Behaviors. Board members must distance themselves from program responsibilities or student emotions. This is especially important if any board members are part of the school's staff or faculty.

Post-DRB Commandant/ALS Flight Chief Actions. Review the DRB summary document and take appropriate action. Before disciplinarily releasing a student, have your local staff judge advocate conduct a legal review. CEPME units will contact CEPME/CC or CEPME/CV before disciplinarily releasing students. Inform the student's commander in writing of the situation surrounding the disciplinary release.

- 19. Student Releases.** There are three types of releases: administrative, academic and disciplinary. When releasing a student, update the student's status in the student management system (e.g., OTA, MILPDS) using the appropriate code. It is important to involve students' commanders early in situations that may require a release. Make commanders aware of the career impact a release may have on their members. For academic and disciplinary releases, if your class starts before a student's mandatory waiting period expires but graduates after the waiting period expires, you may enroll the student.

Administrative Release. You may administratively release students when they cannot meet course requirements due to extenuating circumstances or if their commander recalls them. Coordinate and document all administrative releases through the student's commander. You may initially release students recalled to duty through voice communications. However, you must follow-up with the student's commander to get a copy of the written authorization for the recall. ANG schools will determine policies for administratively releasing ANG students. Each EPME school may determine the amount of time students can miss without jeopardizing their ability to return to class and graduate. Base this determination on the student's performance and capability, as well as the complexity of the material missed. Administrative releases are without prejudice; students are eligible to return at any time.

Extenuating Circumstances. When students face extenuating circumstances that may affect their ability to successfully complete the course, faculty members will counsel students and advise them that the matter may indicate the need to administratively release them. If students decline the offer of an administrative release, document their decision using a Memorandum for Record (MFR).

- In paragraph 1, explain the extenuating circumstances.
- In paragraph 2 state the following:

“2. This is an offer for administrative release. If you accept this offer, we'll return you to your unit as quickly as possible. If you decline this offer, the instructor staff will assist you in successfully completing this course. But, if you don't meet graduation criteria standards, any potential Academic Review Board proceedings will not take into consideration the extenuating circumstances identified in paragraph 1. Sign below indicating whether you accept/decline this administrative release offer.”

Return to Class. Administratively released students don't always have to repeat the entire course. If a student has successfully passed any objective summative exams, the individual may re-enter the course (at the discretion of the commandant/ALS flight chief) on the first day of training (DOT) following the completed summative exam if (1) the student returns within six-months from the originally scheduled class and (2) EPC has not revised any portions of the formative exercises or summative evaluations. For example, if a unit recalls a student on DOT 15, and the student successfully passed the first objective summative exam on DOT 12, the student can re-enter the course on DOT 13 (or in the event of a schedule change, the first DOT following the objective summative exam).

Academic Release. Academically release students who fail to meet minimum course academic standards. Before academically releasing a student, convene an ARB per paragraph 17. Inform the student's commander, in writing, of the ARB findings. Academic releases render students ineligible for re-entry into any EPME course of instruction for six months from the release date entered in iGecko.

Disciplinary Release. Disciplinary release students who violate Air Force directives or individual school policies (e.g., cheating, lack of effort, disruptive or poor attitude or other conduct in violation of the Uniform Code of Military Justice). When sufficient evidence supports a disciplinary release, you may release students without convening a DRB. If you do convene a DRB, follow the procedures outlined in paragraph 18. Inform the student's commander, in writing, of the DRB findings. Disciplinary releases render students ineligible for re-entry into any EPME course of instruction for one year from the release date entered in iGecko.

☑ Student Release Notification Requirements. Follow notification procedures on all school-initiated releases below:

- Immediately inform the student's commander (or first sergeant) via telephone concerning the student's type of release (administrative, academic or disciplinary) and the reason for the release (describe the details). Follow-up with written notification (e-mail, letter or FAX) identifying the type of release and the reason for the release to the student's commander.
- Send a written notification (e-mail, letter or FAX) identifying only the type of release to:
 - the student's MAJCOM DP (Attention EPME Representative, if applicable)
 - the school commandant's or ALS flight chief's commander
 - the student's Wing and MAJCOM CCM (courtesy copy)

Note: CEPME units (NCOAs directly assigned to CEPME/CC and the AFSNCOA) must also courtesy copy CEPME/CC, CV, the CEPME Registrar (CEPME/XPR), EPC/DE and EPC/DO.

- Keep a copy of these messages in the ARB, DRB or student record files.
- ANG schools determine appropriate notification contacts for ANG student releases.

Student Release Appeal Procedures. If released, students may submit written appeals within 15 working days upon returning to their home station or unit. Submit written appeals to the appropriate appeal authority through the releasing NCOA/ALS. The appeal authority levels are as follows:

- For ALSs, it is the MSS Commander (except ALSs at PACAF PME Centers where the commandant is both the flight chief's supervisor and appellate authority)
- For CONUS NCOAs and the AFSNCOA, it is CEPME/CC
- For PACAF NCOAs, it is the MSG/CC
- For USAFE NCOA, it is USAFE/CV (or designated representative)

The appellate authority will review the appeal using the same criteria the commandant/ALS flight chief did. Provide the appellate authority with a copy of the ARB/DRB procedures, as well as the specific ARB/DRB file. Appellate authorities may only support or overturn the decision to release the student; they may not change the mandatory length of re-enrollment waiting periods nor change the type of release.

20. Awards Program. The John L. Levitow, Distinguished Graduate, Academic Achievement and Commandant (NCOA and AFSNCOA) or Leadership (ALS) awards are mandatory. You must staff any award name changes or deletions through HQ USAF/DPLLEE. Present the awards at a designated awards ceremony or graduation ceremony. Brief the awards program at the start of the course. You may present awards such as spirit or team awards, traveling trophies or combat leadership challenges as long as you don't present them during the formal graduation awards presentation. The following students are ineligible for awards:

- Students who didn't meet minimum passing scores on any summative objective or performance evaluation are ineligible for the John L. Levitow, Distinguished Graduate or Academic Achievement awards
- Students with one or more letters of counseling, admonition or reprimand are ineligible for an award at the commandant's/ALS flight chief's discretion
- Students released for academic or disciplinary reasons are not eligible for awards when returning to that level of resident EPME at later date

Note: Commandants/ALS flight chiefs may disqualify any award candidate who doesn't exhibit USAF leadership and physical fitness standards. This should be a "go-no go" decision and only be done after following EPC-defined award procedures. When commandants/flight chiefs disqualify a student from any EPME award, they must document their actions via an MFR and file the MFR with the class records.

John L. Levitow Award (Most Distinguished Graduate). This is the highest honor awarded. Base your selection criteria on summative objective and performance evaluations, as well as instructor and peer leadership points. Each school will have only one John L. Levitow Award recipient. Because you cannot have a tie, you must establish written tie breaking procedures and criteria. Present the award to the number one graduate as identified by iGecko or manually completed award calculation worksheets (see Attachment 3). As the most distinguished graduate, include the recipient of this award in your 10 percent limit for Distinguished Graduate recipients (See below).

☑Distinguished Graduate (DG) Award. Base your selection criteria for this award on summative objective and performance evaluations, as well as instructor and peer leadership points. Present the DG award to the top 10 percent of the class. Use iGecko or manually completed award calculation worksheets (see Attachment 3) to determine the recipients. Round fractions to the nearest ten (e.g., 34 students allows for three award recipients—two DGs and one John L. Levitow; 35 students allows for four award recipients—three DGs and one John L. Levitow). You may have ties for Distinguished Graduates (except John L. Levitow) as long as you follow the intent of this paragraph. ALSs that graduate a one-flight class of 14 students or less will not have a DG; they will only have a John L. Levitow Award recipient.

Academic Achievement Award. This award denotes excellence as a scholar. Base your selection criteria on all summative objective and performance evaluation scores. Present this award to the student with the highest academic standing (excluding the John L. Levitow recipient). Use iGecko or manually completed award calculation worksheets (see Attachment 3) to determine the recipient. You may have ties for this award, as long as you follow the intent of this paragraph.

Commandant (NCOA and AFSNCOA)/Leadership (ALS) Award. Present this award to the student who, in the commandant's/ALS flight chief's judgment, made the most significant contribution to the overall success of the class. Commandants/ALS flight chiefs will establish written procedures and criteria for determining the recipient of this award.

21. Awards Criteria/Procedures. Award instructor and peer leadership points based on leadership, followership, support, interpersonal relations and professional behavior. Schools will adhere to the following procedures to track instructor/peer leadership points.

21.1. Instructor/Peer Leadership Points. Instructors (one instructor per flight) will evaluate students in their primary flight only and must distribute all 45 instructor leadership points in 5-point increments with a maximum of 15 points to any one student. Students will rank-order the top three students in their flight only, including themselves. Assign the top student position "A," the second student position "B" and the third student position "C." Students must fill in all three positions. Brief this requirement early in the course. Treat student failures/refusals to participate in awarding peer points as failures to comply with established policies. Counsel students who refuse to participate, take disciplinary action as appropriate and document accordingly. Because this behavior represents an unwillingness to fulfill supervisory duties similar to those performed in the normal duty sections, forward documentation of disciplinary actions to the student's organization. Do

peer evaluations as close to the end of the course as possible; give students as little notification as possible.

21-2. iGecko. Use iGecko to track, evaluate and report student objective/performance test data and peer/instructor leadership points. Follow the iGecko instructions published by EPC/DOA.

Missing Data Report. Ensure you print and review the “Missing Data” report to identify any missing objective test scores, performance evaluation scores or peer/instructor leadership points. If you graduate a class with missing data, you must provide a detailed explanation/justification for the missing data in iGecko. When you deviate from prescribed policies/procedures, you must include waiver authorization information. Only EPC/DE can approve waiver requests.

Redline Report. Review the “Redline” report to ensure it is accurate. If someone is redlined that shouldn’t be, the instructor must go into the “Instructor Points” screen and uncheck the redline box.

21.3. Manual Awards Calculation Worksheets. If you experience an iGecko system malfunction or loss of your computer, use the manual awards calculation worksheets provided in Attachment 3 to record data used to determine the final rankings and award recipients.

- Add the summative objective and performance evaluation scores together to get a total academic score. Use the total score to rank order the students for the entire class. The student with the highest total points is your Academic Achievement Award recipient
- Add the summative objective and performance evaluations, instructor leadership points and peer leadership points together to get an overall total score
- Use the total score to rank order the students for the entire class. The students with the highest total points (limited to the top 10 percent) are the John L. Levitow and Distinguished Graduate Award recipients
- Enter the following data in the appropriate blocks on the manual awards calculation worksheet:
 - **Summative Objective Points.** Enter the raw scores from each summative objective evaluation. Do not include test items under validation
 - **Summative Performance Points.** Enter the raw scores from each summative performance evaluation
 - **Instructor Leadership Points.** Enter the 45 points as distributed by the instructor

- **Peer Leadership Points.** Determine peer evaluations (PE) point values using the following equation:

$$\frac{[5 \times (\text{PE-A})/\text{STD}] \times 5 + [3 \times (\text{PE-B})/\text{STD}] \times 3 + [1 \times (\text{PE-C})/\text{STD}] \times 1}{\text{Total Peer Evaluation Points}}$$

PE-A = Sum total number of “A” selections awarded
 PE-B = Sum total number of “B” selections awarded
 PE-C = Sum total number of “C” selections awarded
 STD = Total number of students in the flight
 Note: Round off division to the nearest hundredth

- 21.4. Peer Leadership Point Considerations.** To standardize awards criteria, provide the following guidance (e.g., via handouts, PowerPoint slides, etc.) to help students determine what qualities to look for when awarding peer leadership points:

During your experience here, you’ve had many opportunities to interact with fellow students from your flight. The course is almost over, and we would like your input on the three students you feel best-demonstrated positive leadership qualities and attributes. In any group faced with meeting a common challenge, leaders naturally emerge. By now, you should be able to recognize those emergent leaders of your flight. Although you may have your own criteria of a good leader, you need to consider the following questions when making your final choices:

Leadership/Followership – Who best exemplified top military standards and the image of a military leader? Who exhibited a high degree of personal fitness? Whose demeanor would I like to emulate?

Teamwork – Who did the most to promote teamwork and harmony within the flight? Who rallied us together when we needed it? Who was instrumental in helping manage stress?

Goal Accomplishment – Who did the most to help the flight achieve its goals? Who kept us on track during discussions? Who encouraged us to study and practice together so we all could succeed? When necessary, who sought clarification? Who helped motivate us? Who exceeded all duty requirements and expectations?

Professional Conduct On/Off Duty – Who were the “professionals” in the flight? Who exhibited integrity in word and action? Who displayed energy, initiative and a volunteer spirit? Who always seemed courteous and supportive? Who conducted themselves in a professional manner in and outside the classroom?

Please rank-order your choices. To maintain the integrity of this effort, make your selections independently. This information, combined with other factors, will help determine the award recipients for your class. Thank you for your recommendations.

22. **Faculty Qualification Requirements.** Complete instructor qualification requirements per the 8T000 CFETP and the EPME PPG. All 8T000 faculty members, to include Directors of Education, Directors of Resources and ALS flight chiefs, must maintain lesson qualification and instructor evaluation requirements. The CEPME/CV, ANG Advisor to CEPME/CC, EHRI Director, AFSNCOA Commandant, the IMA to the AFSNCOA Commandant and NCOA commandants are the only non-teaching EPME positions and are exempt from faculty qualification requirements.

Non-Degreed Faculty Credential Requirements. All non-degreed faculty members must sign a Degree Completion Contract within 30 days from the date they sign into the unit. They must complete a minimum of an Associate degree within one year from their date of assignment. Schools must submit an EQILD package to CCAF/DFCA for all non-degreed instructors who will go over the one-year requirement to obtain a degree. Instructors without an approved EQILD **CANNOT TEACH.** Schools must remove them from all classroom instruction duties. An approved EQILD doesn't eliminate the requirement for instructors to earn a degree; it merely provides a 12-month extension. Consider this when hiring non-degreed faculty members, and work closely with them to ensure they meet CCAF educational credentialing criteria. Whenever possible, only hire personnel who already possess at least an Associate degree. EPME organizations that don't meet faculty credential requirements face possible sanctions, and EPC will report discrepancies discovered during program management reviews to CCAF/SL.

Instructor Evaluation Program. Use the CEPME Form 620 to document instructor evaluations. Keep the last three years worth of instructor evaluations on file in each faculty folder. A qualified CCAF faculty member must conduct the instructor evaluations required to complete the EPME Teaching Internship. Beyond that, the CEPME/CC, CV, DE, commandants, unit commanders, flight chiefs, instructors or EPC staff members may conduct instructor evaluations, and these evaluations will count toward frequency requirements.

Non-Qualified Instructors. Evaluate those instructors enrolled in EPME Teaching Internship at least once each class. If an instructor does not teach during a class (e.g., emergency leave, TDY), place a MFR in the faculty folder, Section 2, explaining the missing evaluation(s).

Qualified Instructors. Evaluate on a "no-notice" basis at least semi-annually. Schedule one evaluation between Jan-Jun and the other between Jul-Dec. Don't conduct subsequent evaluations on the same lesson unless the instructor received an overall "needs improvement" rating on the initial evaluation or EPC revised the lesson.

Strong Evaluation Program. A strong evaluation program is the most effective way to improve instructor-teaching skills, ensure instructors teach the curriculum as designed and identify training requirements. It requires more than meeting the minimum frequency standards for evaluation and must include all of the following components:

- Provide thorough and purposeful written feedback directed at improving instructor effectiveness or lesson delivery. Focus feedback comments on instructional strengths, areas for improvement and action plans for achieving necessary improvements
- Do quarterly reviews of all staff evaluations to determine if opportunities exist for improving institutional instruction capabilities
- Use summary test statistics to determine if instructors require additional evaluations

- Do additional instructor evaluations when an ARB discovers an institutional failure to conduct the instructional program as designed

☑23. **Program Management Reviews (PMRs)**. The EPME PMR program evaluates EPME program management effectiveness, assesses curriculum effectiveness, provides faculty assistance and supports the Instructional System Development process through external evaluation.

PMR Schedule. EPC/DOX coordinates with the MAJCOM EPME office of primary responsibility and individual schools to schedule biennial PMR visits. Copies of the FY PMR schedule (broken down by projected quarter) are available on the EPC webpage.

Pre-PMR Requirements. After you receive your PMR dates, conduct a self-assessment of your school using the most current EPME Self Study/Program Management Review Checklist. Answer each checklist item in narrative format. At least 30 calendar days before your scheduled visit, e-mail the PMR evaluator your checklist answers, a projected PMR agenda, copies of your last two class schedules, and the electronic versions of all your school's operating instructions (if applicable).

Post-PMR Actions. Following the PMR, EPC/DOX will send a comprehensive trip report to:

- the applicable commandant/ALS flight chief
- CEPME/CC/CV and EPC/DE
- EPC curriculum development teams, CCAF/SL and AU/XPRO
- the school's EPME MAJCOM Representative (as required)

Schools must provide EPC/DOX written notification of actions taken to correct non-compliance items no later than 90 days from receipt of their trip report.

24. **Non-Resident Course Eligibility Requirements**. AFI 36-2301, *Professional Military Education*, and the Air Force Institute for Advanced Distributed Learning (AFIADL) Course Catalog list the eligibility requirements. You can find the AFIADL Course Catalog on the AFIADL Web page: http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/cattoc_fr.htm

// SIGNED //

ALBERT J. BOWLEY, JR., Colonel, USAF
Commander

CURRICULUM CHANGE PROCESS

- ☑ **A1.1. Course Index.** The course index ensures you are teaching the most current curriculum materials. It lists all curriculum materials and changes to those materials. Lessons in bold print indicate a change since the last posting of the course index.

SAMPLE INDEX

(These examples may not match the actual Course Index.)

LESSON ID	LESSON TITLE	PUB DATE	CHANGE 1	CHANGE 2	CHANGE 3	IMPLEMENT
1-02LPB	AIR FORCE CULTURE	1 Oct 04				1 Nov 04
1-02SGB		1 Oct 04				1 Nov 04
2H08LPB	SUBSTANCE ABUSE	1 Mar 02	7 Jan 02			1 Jun 02
2H08SGB		1 Jul 01	7 Jan 02			1 Jun 02
3S01LPB	PUBLIC SPEAKING	15 May 02	31 May 03	27 Jul 03	1 Jan 04	1 Jun 02
3S01SGB		15 May 02	31 May 03	27 Jul 03	1 Jan 04	1 Jun 02

LESSON ID: Self-explanatory.

LESSON TITLE: Self-explanatory.

PUB DATE: Most current publication date; instructors must be using this version by the implementation date.

CHANGE 1 – 3: Denotes date EPC published a change document.

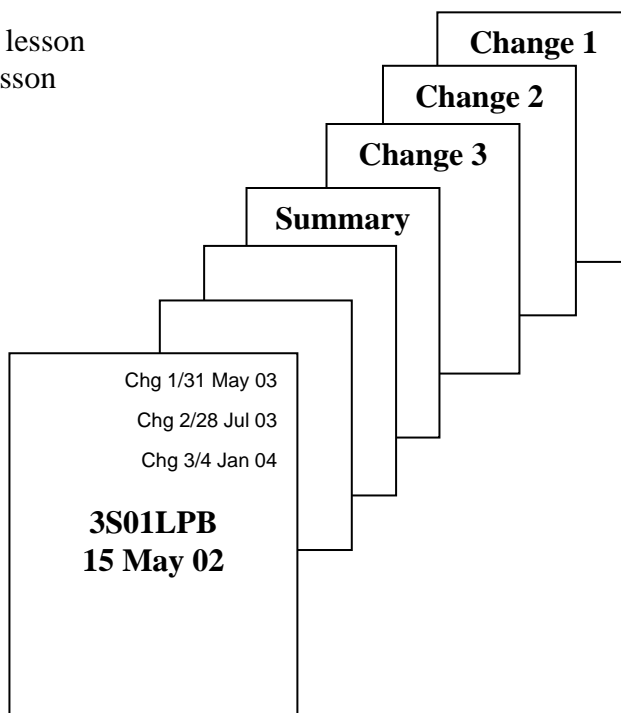
IMPLEMENT: NLT date to implement this version of the curriculum material.

- A1.2. Curriculum Materials.** For the purpose of this attachment, the term “Curriculum Materials” refers to any EPC-published curriculum related materials [e.g., lesson plans (LP), student guides (SG), handouts (HO), visual aides (AI), test materials, etc.). EPC uniquely numbers curriculum materials by curriculum area/attribute and publishes materials as stand-alone documents. Revised curriculum materials supersede all previous versions and associated changes. Newly published lesson plans will contain a “Summary of Changes” that provides a synopsis of all the changes included in the lesson plan revision.

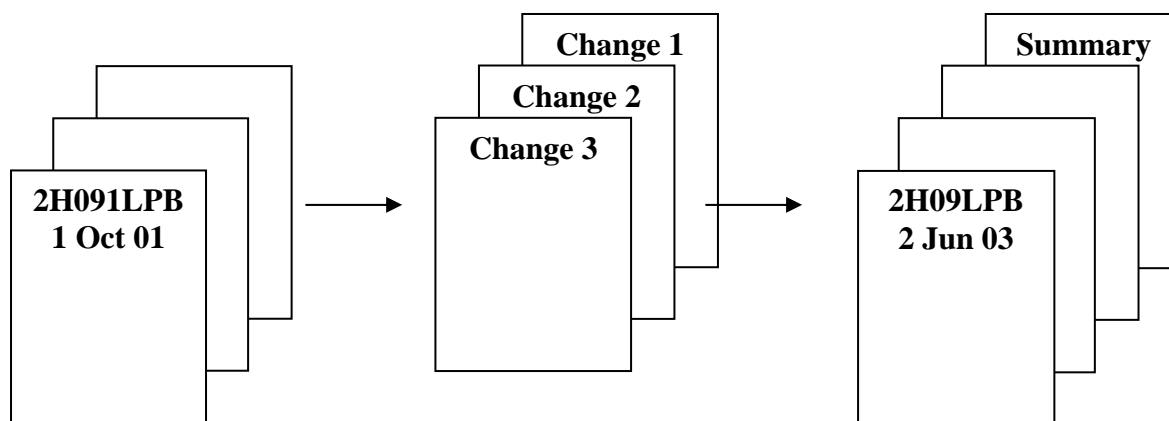
- A1.3. Posting Changes.** Change documents reference “pen & ink” changes or page inserts. You can do “pen & ink” changes manually or electronically. After posting the change to the lesson materials, insert the change document with the most recent change directly behind the lesson material. File change documents for student guides only with the master file copy; don’t print separate change documents for each student guide. Mark the date you post the change (e.g., Chg. 1/1 Dec 04) along with your initials in the upper right-hand corner of the change document and the cover page of the lesson material. For pen & ink changes, mark the posting date and your initials wherever you make internal changes within the lesson material.

POSTING CHANGE DOCUMENT EXAMPLE

Note: This is how you file a lesson with three changes in your lesson plan folder/binder.



EXAMPLE OF A COMPLETE LESSON MATERIAL CYCLE



(‘01 Lesson Materials) + (Change Documents) = (Revised 03 Lesson Materials)

TABLE OF DISPOSITION FOR STUDENT RECORDS

(All references located in AFMAN 37-139)

Record Type	Table	Rule	Disposition
Faculty Board Proceedings and Student Disenrollments: Includes ARB/DRB records and all information regarding student releases (academic, administrative and disciplinary) regardless of whether you released, retained or graduated the student.	36-37	11.03	Destroy after three years or when no longer needed. Note: EPC submitted an AF Form 525 to HQ/AETC/SCMC to add this rule to table 36-37. EPC is awaiting approval.
Test Accountability and Control: Includes all test control logs (administration, inventory and destruction).	36-37	27	Destroy six months after individual pages are completed or closed out.
Student Critiques/Surveys: Applies only to EPC/DOA for forwarded critiques/surveys.	36-37	24.01	Destroy upon completion of related report/special study or until no longer needed, whichever is sooner.
Training Progress: Includes class rosters produced via iGecko.	36-38	05	Permanently per CCAF requirement. Note: CCAF submitted an AF Form 525 to appropriately update this table/rule.
Curriculum Materials: Includes all materials used in formal training courses (e.g., objective exercise/examination test booklets, performance exercise/evaluation materials, lesson plans, student guides, handouts, etc.)	36-40	03	Destroy when course material is revised/replaced or upon the formal discontinuation of the related course.
Training Summaries: Includes all other student records such class schedules and copies of OTA graduation inputs.	36-37	18	Destroy after one year.

EPME POLICY/CURRICULUM/TEST CHANGE REQUEST

A4.1. Completing and Submitting Change Requests Forms. Use a CEPME Form 401 for EPC policy/curriculum /test change requests. Fill in all blocks on the top half of the form so EPC can thoroughly evaluate the change request. E-mail completed forms directly to CEPME/EPC [Data Analysis]. Ensure you password protect all submissions referencing testable material or test questions. EPC/DOA will distribute CEPME Forms 401 to the appropriate EPC section and post status updates on the applicable EPME course delivery website.

School Code. Use your EPC/DOA assigned school code.

☒ **Change Requested.** Check the Policy, Lesson Change or Test Change box.

Note: For a test change, enter the Test Item ID number, as well as your school's values for the School Item EI (Ease Index) and School Item Rpbis (Point-Biserial Correlation).

Lesson Number/Title. Enter the Lesson Number and Lesson Title for requests regarding a change to curriculum or a test question.

Type of Change. Check the Major or Minor box indicating the type of change request. A major change requires a change to over 50% of the associated lesson material or a complete revision of a test question. A minor change requires a change to less than 50% of the associated lesson material or a slight revision of a test question (e.g., typo, wording of question stem, add or delete a response, etc.).

LP, SG, HO, TQ, TQ ANSWER and OTHER. Check the appropriate boxes indicating all materials that require change. For policy changes, check the Other box.

Detailed Explanation of Change Request. Self-explanatory.

Note: The form limits this field to a pre-determined size. If necessary, continue your explanation in a separate Word document file.

Instructor Name and Rank. Enter name/rank of individual requesting the change.

Signature. Type //SIGNED// in this block.

Date. The date the staff member initiated the change request.

ED/ALS Flight Chief Name and Rank. Enter Director of Education or ALS Flight Chief information.

Signature. Type //SIGNED// in this block.

Date. The date senior leadership approved the change request. Schools are responsible for completing internal coordination processes.

☒ **A4.2. Student Generated Critiques.** When students submit curriculum feedback (Anytime Critiques, Instant Feedback Critiques, Test Item Critiques, etc.) that you deem are valid opportunities for improvement, transfer the information to a CEPME Form 401 and submit to EPC/DOA. You may attach your local feedback form to the completed CEPME Form 10.

EPME Curriculum/Test Change Request					School Code	
<i>Once you complete this form, it is a controlled document.</i>					Policy Change <input type="checkbox"/>	
					Lesson Change <input type="checkbox"/>	
Test Item ID Number		School Item EI		School Item Rpbis		Test Change <input type="checkbox"/>
						Type of Change: Major <input type="checkbox"/>
Lesson Number:		Lesson Title:				Minor <input type="checkbox"/>
LP <input type="checkbox"/>	SG <input type="checkbox"/>	HO <input type="checkbox"/>	TQ <input type="checkbox"/>	TQ ANSWER <input type="checkbox"/>	OTHER <input type="checkbox"/>	
** Detailed Explanation of Change Request **						
Explanation:						
Instructor Name and Rank:				Signature:		Date:
ED/ALS Flight Chief Name and Rank:				Signature:		Date:
** Area Below For EPC Use Only **						
EPC Staff Team Member Comments:						
Name and Rank:				Signature:		Date:
Team Disposition:		Reviewed By:		Signature:		Date:
No Action Required <input type="checkbox"/>		DOA <input type="checkbox"/>				
Hold for 120 Day Review <input type="checkbox"/>		Team Leader:		Signature:		Date:
Hold for Annual Review <input type="checkbox"/>		DOX <input type="checkbox"/>				
Take Immediate Action <input type="checkbox"/>		POA <input type="checkbox"/>				
Action Complete <input type="checkbox"/>		Leadership <input type="checkbox"/>				
		Communication <input type="checkbox"/>				
DOA Tracking #:		Reviewed By:				
		ED <input type="checkbox"/> DO <input type="checkbox"/>				

CEPME FORM 401, 20041201 (EF-V4)

TABLE OF POSSIBLE REMEDIATION SCENARIOS (NOT ALL INCLUSIVE)

☑A5.1. Objective Evaluations (NCOAs and ALSs).

1 st Objective Summative	1 st Verbal Evaluation Panel	2 nd Objective Summative	Required Overall Cumulative Score	2 nd Verbal Evaluation Panel	Action/Decision (Commandant or ALS Flight Chief)	Coordination
Pass	N/A	Pass	Met	N/A	Graduate	N/A
Fail	Pass	Pass	Met	N/A	Graduate	N/A
Fail	Pass	Pass	Not Met 2 nd Verbal evaluation is not required	N/A	Graduate	N/A
Fail	Pass	Fail	Not Met Must pass 2 nd verbal evaluation to graduate	Pass	Graduate	N/A
Fail	Fail Still academically possible to attain required overall cumulative score, allow to progress.	Pass	Met	N/A	Graduate	N/A
Fail	Fail Not academically possible to attain required overall cumulative score, do an ARB.	N/A	N/A	N/A	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to progress. If remediation is unsuccessful, academically release. No-Academic Release.	N/A
Fail	Fail	Pass	Not Met Do an ARB	N/A	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to graduate. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation. If CC disagrees, academically release student.
Pass	N/A	Fail	Met 2 nd Verbal evaluation is not required	N/A	Graduate	N/A
Pass	N/A	Fail	Not Met Must pass 2 nd verbal evaluation to graduate	Pass	Graduate	N/A
Pass	N/A	Fail	Not Met Must pass 2 nd verbal evaluation to graduate	Fail Do ARB	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to graduate. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation. If CC disagrees, academically release student.
Fail	Fail	Fail	Not Met 2 nd verbal evaluation is optional; you may proceed directly to an ARB	Optional	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to graduate. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation. If CC disagrees, academically release student.

☑A5.2. **Objective Evaluations (AFSNCOA).**

Objective Summative	Verbal Evaluation Panel	Commandant's Action/Decision	Coordination
Pass	N/A	Graduate	N/A
Fail	Pass	Graduate	N/A
Fail	Fail Do an ARB	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to graduate. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation if deemed necessary. If CC disagrees, academically release student.

☑A5.3. **Performance Evaluations (ALSs).** Students must achieve the EPC-determined minimum passing score on each Communication Skills summative evaluation (Briefing, Interpersonal, Bullet Paper and Narrative Paper). See Attachment 3 for specific guidelines. When a student fails any summative performance evaluation and the subsequent re-fire, you must do an ARB before allowing the student to progress in the Communication Skills track of the curriculum.

Individual Summative Performance Evaluation (Briefing, Interpersonal Bullet Paper and Narrative Paper)	Performance Re-evaluation (Re-Fire)	Flight Chief's Action/Decision	Coordination
Pass	N/A	Continue to progress/Graduate	N/A
Fail	Pass	Continue to progress/Graduate	N/A
Fail	Fail Do an ARB	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to progress. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation if deemed necessary. If CC disagrees, academically release student.

- ☑**A5.4. Performance Evaluations (NCOAs).** Students must achieve the EPC-determined minimum passing score for each Communication Skills Section total (Drafting, Editing and Speaking). See Attachment 3 for specific guidelines. When a student fails to achieve the minimum passing score in any of the three sections and also fails the subsequent re-fire, you must do an ARB before allowing the student to progress in the Communication Skills track of the curriculum.

Summative Performance Evaluation Section Total (Drafting, Editing and Speaking)	Performance Re-evaluation (Re-Fire)	Commandant's Action/Decision	Coordination
Pass	N/A	Continue to progress/Graduate	N/A
Fail Remediate in deficient area (Bullet/Narrative/Both)	Pass	Continue to progress/Graduate	N/A
Fail	Fail Do an ARB	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to progress. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation if deemed necessary. If CC disagrees, academically release student.

- ☑**A5.5. Performance Evaluations (AFSNCOA).** Students must achieve the EPC-determined minimum passing score on each Communication Skills summative evaluation (Motivational/Inspirational Speaking, Editorial Writing, Air Power Speaking, CCM Writing and CCM Speaking). See Attachment 3 for specific guidelines. When a student fails any summative performance evaluation and the subsequent re-fire, you must do an ARB before allowing the student to progress in the Communication Skills track of the curriculum.

Individual Summative Performance Evaluation (Motivational/Inspirational Speaking, Editorial Writing, Air Power Speaking, CCM Writing and CCM Speaking)	Performance Re-evaluation (Re-Fire)	Commandant's Action/Decision	Coordination
Pass	N/A	Continue to progress/Graduate	N/A
Fail	Pass	Continue to progress/Graduate	N/A
Fail	Fail Do an ARB	Is further remediation feasible? Yes-develop POI; remediate. If remediation is successful, allow to progress. If remediation is unsuccessful, academically release. No-Academic Release.	Student's CC must agree to hold student over for further remediation if deemed necessary. If CC disagrees, academically release student.

GLOSSARY OF ABBREVIATIONS AND ACRONYMS

AFI – Air Force Instruction	EPC/DOX – Plans and Programs
AFIADL – Air Force Institute for Advanced Distributed Learning (Formerly ECI)	EPC/DOXT – Education and Training
AFMAN – Air Force Manual	EPC/ED – Director of Education
AFSC – Air Force Specialty Code	EPME – Enlisted Professional Military Education
AFSNCOA – Air Force Senior Noncommissioned Officers Academy	EPMEIC – EPME Instructor Course
AFTMS – Air Force Training Management System	EPME PPG – Enlisted Professional Military Education Policies, Procedures and Guidelines
ALS – Airman Leadership School	EQILD – Exceptional Qualifications in Lieu of Degree
ANG – Air National Guard	ETCA – Education and Training Course Announcements
ATCO – Alternate Test Control Officer	FAX – Facsimile
AU – Air University	FOA – Field Operating Agency
AUI – Air University Instruction	HAWC – Health and Wellness Center
AU/XPRO – Chief, AU Enlisted PME	HO – Hand Out
BITS – Base Information Transfer Service	HQ USAF/DPEE – Air Staff EPME Manager
CCAF – Community College of the Air Force	ISD – Instructional System Development
CCAF/SL – CCAF Campus Relations	IST – In-Service Training
CCM – Command Chief Master Sergeant	LP – Lesson Plan
CDW – Curriculum Delivery Website	MAJCOM – Major Command
CEPME – College for Enlisted Professional Military Education	MFR – Memo-For-Record
CEPME/CA – Educational Advisor	MSOB – Modular Samples of Behavior
CEPME/CC – Commander	NCOA – Noncommissioned Officers Academy
CEPME/CV – Vice Commandant	OPR – Office of Primary Responsibility
CFETP – Career Field Education and Training Plan	PD – Professional Development
COC – Commission on Colleges	POC – Point of Contact
DP – Director of Personnel	SACS – Southern Association of Colleges and Schools
DRU – Direct Reporting Unit	TCO – Test Control Officer
ECI – Extension Course Institute	TDY – Temporary Duty
EPC – Educational Programs Cadre	TQ – Test Question
EPC/DE – Dean, Educational Programs Cadre	
EPC/DO – Director of Operations	
EPC/DOA – Data Analysis	

LIST OF REFERENCES

AFI 10-248, *Fitness Program*

AETCI 36-2215, *Training Administration*

AFH 36-2235V10, *Information for Designers of Instructional Systems, Application to Education*

AFI 36-704, *Discipline and Adverse Actions*

AFI 36-2301, *Professional Military Education*

AFI 36-2605, *Air Force Military Personnel Testing System*

AFI 38-101, *Air Force Organization*

AFI 90-301, *Inspector General Complaints*

AFMAN 37-139, *Records Disposition Schedule*

AUI 16-101, *Air University Programming*

AUI 36-105, *Faculty Development, Enrichment and Evaluation*

AUI 36-2301, *Contract Instructors and Guest Speakers Program*

AUI 36-2304, *AU Formal Schools*

AUI 36-2308, *Academic Freedom*

AUI 36-2309, *Academic Integrity*

AUI 36-2312, *Air University Evaluation Programs*

AUI 36-2313, *Air University Conducted Education Awards Program*

AUI 36-2315, *Student Disenrollment Procedures*

CCAF, *Campus Relations Policies, Procedures and Guidelines*

CEPME, *EPME Policies, Procedures and Guidelines*

SDI 8T000, *Career Field Education and Training Plan*

Southern Association of Colleges and Schools, Commission on Colleges, *Criteria for Accreditation*